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ABSTRACT

Research has shown that: (1) Physiological and psychological aspects of stress and burnout are equated with emotional exhaustion and (2) Individual responses to relationships and the working environment are based, to a large extent, upon the individual's expectations. A model was developed that accounts for individual perceptions of reasonable expectations (derived from intuition or conditioning) as opposed to realistic expectations (based on accurate perceptions) of given situations in the working environment. It was hypothesized that there was a relationship among the nature of teachers' employment contracts, perceived locus of control, and teachers' perceived sense of job security. To test the model, a study sought to determine whether a variation in employment contracts (tenure or renewable) accounts for teachers' sense of job security. The study also examined whether teachers' sense of job security could be further understood by accounting for the moderating effects of teachers' perceptions of locus of control or their perceptions of the work environment. An examination of the responses of two groups of teachers to three research instruments indicated that, while the nature of their employment contracts contributed to an overall sense of job security, other factors in the work environment could significantly enhance or diminish this sense of security. A more comprehensive model is being developed that will test whether reasonable but unrealistic expectations are likely to be related to increased incidence of burnout. Copies of the questionnaires are appended. (JD)

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TEACHER BURNOUT AND PERCEIVED JOB SECURITY

(DYNAMICS AND IMPLICATIONS)

A PAPER PRESENTED TO
THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

ANNUAL MEETING

HOUSTON, TEXAS

BY

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TEACHER BURNOUT AND PERCEIVED JOB SECURITY

-DYNAMICS AND IMPLICATIONS

Teacher burnout has become a popular topic of conversation in the profession. But then it is also much talked about in other helping professional circles. As we are all aware it is not a new phenomenon it is only that it now has a name.

Recently reported in the New York Teacher were the results of a survey conducted by Farber (1981). In this study of 398 educators, he found that 71% of the respondents indicated that they did not feel that they were prepared to cope with the stresses of teaching during their teacher training. Forty-eight percent of these in-service teachers reported that they felt that they would not become a teacher if they had it to do over again.

These professionals were not inner city teachers from Manhattan or one of the other New York City boroughs they were employed in some of the more desirable regions of New York state--the lower Hudson and Westchester regions.

Farber suggested that by his definition, 20-30% of his sample were vulnerable to burnout at that time. He also determined that 10-15% were already burned out.

These results are included here not merely because of their recency but to illustrate at the outset several of the points we wish to make: (1)First, and foremost, they strongly suggest that our constituency feels somehow disappointed with their teacher training when it comes to preparation for the stresses of teaching. This information suggests a strong need for incorporation into the curriculum of teacher education coping techniques and strategies for dealing with stress. (2) These statistics also indicate how widespread the phenomenon of stress and burnout may be in our profession. And, (3) they introduce the fundamental problem of coming to grips with the understanding and definition of terms.

Most people today are quite aware of the impact of stress on everyday life. They are bombarded with information on this topic in all the media. Many have learned of the difference between "distress" and "eustress" (destructive stress vs. 'good' stress).

THE PHYSIOLOGY OF STRESS AND BURNOUT

Most educated people have a general understanding of the physiology of stress. According to Dr. Hans Selye, stress is "the nonspecific response of the body to any demand made upon it." (1976) That is, the body has built-in regulatory mechanisms that enable it to balance the demands of the internal as well as the external environment in as optimal a fashion as possible.

Physiologically speaking, then, stress involves a general response system that enables the body to adapt to inner and outer environmental challenges. These challenges are sometimes referred to as "stressors." They may be either physical or psychological. The whole process of readjustment or adaptation that occurs is termed by Selye the General Adaptation Syndrome (G.A.S.).

It is generally conceded that stress by virtue of its nature is a normal result of everyday living. The general scheme of things suggests that there is a general plan for the body in coping with the demands of the environment and that is the General Adaptation Syndrome. This suggests that both the most romantic and exciting kiss and the most frightening experience can be equally stressful. The body's physical reaction to every environmental demand is the same. When environmental demands make it necessary two bodily systems are brought into play as the body's main defense processes-the endocrine system and the autonomic nervous system. There are generally considered to be three phases to this General Adaptation Syndrome or defense process (after Selye):

1. The Alarm Reaction (2 Components)

a. The body reacts and hesitates under the attack of the stressors. Information is sent by the body to the hypothalamus and then to the pituitary gland.

b. From these organs that act as sentries the body mobilizes its forces and enters the second phase-the defense phase of the alarm reaction.

2. The Stage of Resistance

If the stressors continue the body makes an adjustment to them. Generally, we feel that we adapt or "get used to them," but there is sometimes a cost involved if increased production of stress hormones continues.

3. The Stage of Exhaustion

Should this process continue without being alleviated, exhaustion ensues. The "damper system", the parasympathetic system, is overridden and the body under extreme exhaustion becomes unable to make proper adjustments and ultimately may succumb to exhaustion, disease or even death.

It must be kept clearly in mind that it doesn't matter whether the stressors are mental or physical--the stages and results are the same. Even though this is termed a General Adaptation Syndrome we should be reminded that adaptation is neutral. It is neither positive nor negative and the manner of adaptation may not even be appropriate for the given circumstances. In some instances body system reactions may stop completely, while in others; the reaction may be too weak, too strong or quite inappropriate. In any of these situations damage from the body's own defense mechanisms could be worse than the original stressors--i.e., the body may actually be injured by its own protection systems. Selye, therefore, calls stress illnesses the "diseases of adaptation."

One type of physiological response to stressors that are perceived to require immediate attention is sometimes termed the "fight or flight" response. When we are confronted with situations that seemingly require immediate reaction, a variety of automatic responses occur--(1) blood pressure increases; (2) heart rate increases; (3) breathing rate increases; (4) blood flow increases; (5) digestion decreases. All of these responses are designed to prepare us to deal with the stressor--to either fight or flee.

THE PSYCHOLOGICAL ASPECTS OF STRESS AND BURNOUT

Of course, if the fight or flight response is continually elicited, it becomes permanent rather than transient and may therefore lead to such disorders as essential hypertension.

Individual Responses to Stressors Differ

Some people are much more adaptable to stressors, it seems, than others. They appear to have learned to react to the alarm stage in a more efficient and healthy manner. These individuals may have conditioned their response systems to more consistently call upon what Benson (1975) has termed the "Relaxation Response" and/or they may be what we call more realistic perceivers.

These healthy coping, adapting stress reaction processes are learned responses as are most responses to stressors. They are ultimately evoked as a result of the person's

perceptual mechanisms and are thus related to the way that the individual perceives an event. In other words, some people are almost immediately able to shut down the alarm stage when it engages (except, of course, when it serves a valid reality-based function) and are additionally, often, more capable of reducing stress reactions than others so that stress does not generally become "distress."

The understanding of the dynamics of stress is essential to our coming to grips with the topic of burnout because, as we shall see, most experts equate what we call "burnout" with the 3rd stage of Selye's General Adaptation Syndrome-the stage of Exhaustion.

Burnout As Emotional Exhaustion

Farber (1981) says that "stress and burnout, while similar concepts are not identical. Burnout is often the result not of stress per se (which may be inevitable in teaching) but of unmediated stress--of being stressed and having no 'out', no buffers, no support system."

From a behavioral viewpoint burnout's symptoms are a "progressive loss of idealism, energy, purpose, and concern as a result of conditions of work" (Farber, 1981). Pines and Aronson (1981) suggest that too high expectations lead to burnout, and thus a result of burnout is lowered expectations.

Maslach (1976) defined burnout as "emotional exhaustion resulting from the stress of interpersonal contact" (p. 56). Maslach observed that some behavioral indicators of burnout were: negativism and cynicism with regard to students and one's job in general; feelings and complaints of overwork; mild depression; boredom; reduced interest in work; physical symptoms such as fatigue, irritability, excessive smoking; limited social interaction with peers; absenteeism. The teacher who is burned out "may miss faculty meetings"; eat lunch alone in the classroom; skip coffee breaks; leave school early or very late avoiding other teachers. Often he finds that excessive hours at work will result in less and less productivity.

Zahn (1980) described burnout as a "cluster of exhaustion reactions occurring in people whose occupation is helping others." Zahn suggested the following as major symptoms: harmful distancing of the self from others; the one(s) who are supposed to be helped are transformed into hateful objects; feelings that the client or colleague "deserves what happened to him, he brought it on himself." Distrust and dislike take the place of friendly interest. The burnout victim finds more joy in other parts of his life and yet brings stress reactions home with him; Other symptoms

are, great anticipation of holidays and weekends; excessive desire for quiet and solitude; heightened marital and family conflicts; strong feelings of being trapped (often unrealistically); overreaction to events; pessimism and cynicism, not only with regard to students but in relation to the world in general; experiencing of despair; feelings of worthlessness and rejectability. Physiological reactions occur such as being tired all the time, chronic exhaustion, nightmares or insomnia, physical weakness, tendency to catch colds easily, upset stomachs, tremors, eyestrain, respiration problems, ulcers, dermatitis and itching, easily distracted and restless; rely on crutches to get them through the day - alcohol, smoking, TV, overeating, increased coffee consumption.

Zahn also suggests that it takes time to develop burnout. Usually, it will emerge sometime in the 3rd year. Its causes are several: feelings of helplessness (no voice in decisions affecting the burnout victim); difficulty with the enormity and complexity of their responsibility; monotony; lack of recognition; urban living; lack of preparation.

Of course, what Zahn is referring to is the source of the stressors as perceived by the burnout victim. Notice the last item above. Zahn says that no one has prepared the teacher for burnout; no one has warned them of the effects of constant interaction, of monotony; no one has taught them how to deal with bureaucracy; no one has apprised them of the amount of time that they will spend in doing apparently meaningless tasks.

Finally, Zahn says that compassion and caring can be the source of burnout. Teachers may give too much too often. The more that they care the more helpless they may feel about students who don't or won't learn, or about the inadequate resources available. Of course, it becomes a vicious circle, the more they care the more guilty they feel about distancing themselves from the students.

It is Zahn's opinion that help will come to burnout sufferers if they talk to sympathetic listeners, as well as with good physical conditioning (Exercise, Relaxation, and Nutrition) and with the lowering of levels of expectation. Constructive distancing and variety on the job are also helpful.

Our final expert on the subject of burnout is a nurse-researcher. Yee (1981) says that burnout is "a syndrome of physical and emotional exhaustion, involving the development of a negative self-concept, negative job attitude and loss of concern and feelings for clients." She derives this definition from Pines and Maslach (1978). The one major underlying factor responsible for burnout regardless of the setting is stress says Yee.

Yee states that one major source of stress is intense and intimate work with patients over extended periods of time and strong emotional reactions associated with this. She says that nurses think they must be all things to all people, to meet all needs. A final major source of this stress and therefore ultimately burnout are the conflicts that develop between personal needs and demands of the job or organization.

Signs and symptoms of burnout according to Yee are: distancing and detachment from clients; intellectualization (clients become their labels and/or the professional becomes technically oriented); and division of personal and professional life. Yee suggests the following physical symptoms: insomnia, headaches, sore throats, exhaustion, intestinal disturbances. She also includes these psychological symptoms: apathy, unhappiness, dissatisfaction, depression, irritability, cynicism, loss of interest in work, boredom, and poor performance.

Emotional Exhaustion As a Result of Perception

It can be seen, therefore, that burnout is generally equated with the 3rd stage of the General Adaptation Syndrome--Exhaustion. More specifically, burnout is generally defined as "emotional exhaustion."

If we remind ourselves that the General Adaptation Syndrome is triggered by the perception of "stressors" we are led to conclude that to some extent stress (and therefore burnout) is under the control of the individual. What constitutes a stressor is idiosyncratic to the perceptual system of the individual perceiving the information entering the nervous system by means of the sense organs.

When the teacher, for example, sees the eraser coming towards him in the classroom and, either through conditioning or conscious processes, interprets the information as indicating danger, the General Adaptation Syndrome is engaged; the Alarm Stage is triggered. Normally, of course, the bodily reactions quickly diminish when the perceived danger has passed. But what if many instances of perceived bodily harm occur in relatively narrow time spans. It is then realistic to assume that the body stays in general preparedness for the perceived "danger" (thus, the system is now in the Resistance stage). If these dynamics continue with little or no abatement either over lengthy periods and/or at extreme levels, especially if they are complicated by other perceived stressors which continue without letup, we have the ingredients for burnout, with all of its negative consequences. Thus one eraser experience will not a burned out teacher make, but many instances of fear-laden stressors well might.

The perceptual system that initially engaged the alarm reaction and continues to call upon the General Adaptation Syndrome is in one sense the root cause of stress and thus, subsequently, burnout. We can then say with some certainty that burnout is a direct result of perception; and by extension, since burnout is a destructive force, it is usually the result of faulty, inadequate perception. We can conclude this because the body's mechanisms are designed fundamentally for constructive, healthy purposes.

The Expectation Model

Our focus in the rest of this paper will be on the perceptual mechanisms that hypothetically lead to burnout. We have, in an attempt to come to grips with the initial perception of stressors sketched out a draft model specifically applicable to professional burnout of those in the helping professions. We call this model the "Professional Expectation Model." It assumes several things. Being a very simplistic model it is based on linear relationships with some exceptions. It also confounds several orders of variables. It suggests that expectations are a bipolar dichotomy. Finally, this model assumes that professional expectations are a direct result of conditioning and can be altered. (See Appendix A.)

"REASONABLE EXPECTATIONS" are what most people almost intuitively have. They are based on non-empirically tested hypotheses usually emanating from the way we have chosen to philosophically view the world. They are what the "reasonable person" is likely to expect. For example, due to early and often infantile conditioning with regard to causation it is reasonable to assume that we can: a) change other's behaviors, or b) get them mad, or c) with hard work succeed or be recognised. These are reasonable, but hardly realistic assumptions, we would argue.

On the other hand, we would suggest that there is an "opposite" perceptual construct that we have chosen to call "REALISTIC EXPECTATIONS." [N.B.: Reasonable and Realistic Expectations are artificially dichotomized here. They are probably two ends of a continuum or more likely two opposite positions on a circular scale.] Realistic expectations are those that are generally based on accurate veridical perception of the environment and can be described as involving some internalization of probabilities about that environment.

"He sees the world the way he wants to see it but refuses to see it the way that it really is" is a statement likely to illustrate the "reasonable" expectation position and indicate the difference between the these two hypothetical poles.

Seeing the world the way "it really is" is a fairly apt description of Realistic Expectations. This way of perceiving would assume that we can not ipso facto control or change others. [They must change themselves; they can only react to another, and their reaction is directly under their own control.] Additionally, the realistic expectation perceiver assumes that justice is an ideal but that reality does not always reflect this ideal. These are just two examples of what we mean by a realistic expectation.

Our model strongly suggests that certain perceptual variables are likely to be influenced by these two modes of expectation--realistic and reasonable. For example, if we constantly expect that hard work on our part will result in professional recognition (a reasonable but not necessarily realistic expectation) at least three things are likely to occur: (1) We set ourselves up for frustration; (2) Positive reinforcement is not at all likely to be forthcoming; and (3) We are undoubtedly going to increasingly perceive our rewards as coming from the external world. This last refers to what has been termed Locus of Control. (Rotter, 1966 - See Appendix B, LOC Scale.) External Locus of Control has to do with a generalized feeling that the control of our life is in a very large part out of our hands; while Internal Locus of Control suggests that we perceive, generally, that we have some significant control over our rewards. Each of the above occurrences has strong negative implications for burnout if they are intense and continuous.

This model also accounts for those situations in which our reasonable expectations ARE realistic; or, even by some fluke come to pass even though they are not realistic.

Let us say that we "reasonably" expect that if we work hard, give of our self to an extreme, and plan carefully, we can teach Jimmy to read (a reasonable expectation but it assumes that we have control over all of the variables that affect Jimmy's learning--thus it is not likely to be a realistic expectation). Let us also hypothesize that for some unknown reason the universe cooperates and after working many hours with Jimmy, lo and behold, he does begin to read. In this case the model's two circles representing coglike structures that are integrally synchronized and interface with each other suggest that the resultant of this delightful scenario will likely be a decrease in frustration, and/or an increase in positive reinforcement, and/or a move towards feelings of internal locus of control. Any of these results, singly or in concert is going to decrease the likelihood (at least tentatively) of our using negative coping mechanisms such as distancing or separation of personal and professional life. At the same time, such a successful experience is likely to increase the probability of our learning to use positive coping mechanisms; at least until such time that our

reasonable expectation meets with failure again. If, of course, the universe continued to cooperate with us professionally we would stand little chance of burnout and possibly increase the likelihood of developing positive coping mechanisms, thus becoming quite professionally effective.

The facts remain that, a) the universe is not at all likely to be so cooperative and therefore such a happenstance is b) likely to lead us to develop a nonproductive and possibly destructive delusional system that eventually would undoubtedly lead us to be at some risk as normal changes of an unpredictable nature take place in our environment. In fact, it is for just this reason that the General Adaptation Syndrome is thought to have evolved in the first place. We would become like a ship without a rudder, very unstable.

The Job Security Study

The purpose of this study was to examime the possible relationships which might be found among the nature of teachers' employment contracts, teachers' perceived locus of control, environmental press and teachers' perceived sense of job security. We thought this might give us some valuable insight into the total picture before we actually added our concept and model of burnout to these variables.

No unitary theoretical rationale existed for linking these variables, therefore we suggested a conceptual rationale. While organizational behaviorists have attributed significant psychological meaning to tenure since the first tenure law was passed, other organizational theorists (Argyris, 1964; Maslow, 1954; Herzberg, 1959; McGregor, 1960; and Griffiths, 1956) have addressed the fact that teachers have various needs relating to their sense of job security which we believe is related to teacher environment which fosters individuality and autonomous behavior would have a high degree or high sense of job security. To such an individual, tenure may not at all or minimally enhance the sense of job security which itself may be in fact more related to either his internal Locus of Control or the environment rather than to statutory protection. We suggest that other conceptual parallel relationships could be drawn.

Based upon the works of these writers and a review of the literature the problem was formulated and one hypothesis was generated which would permit all possible relationships among the variables to be examined. The hypothesis sought to answer two basic questions: Does a variation in employment contracts (tenure or renewable) account for teacher's sense of job security? In addition, can this sense of job security be further understood by accounting for the moderating

effects of teachers' perceived Locus of Control and /or their perception of the work environment? The Hypothesis stated that: There was a relationship among the nature of teachers' employment contracts, perceived locus of control and environmental press, and teachers' perceived sense of job security.

The participants in this phase of the study were teachers in the state of Vermont and teachers in the north-eastern counties of New York State. A study of the 1970 Census Data revealed that these subpopulations were similar in socio-economic status. Using the method of randomization with replacement, a random cluster (according to size by student enrollment) sample was drawn from the two subpopulations so that the sample was proportional as well as representative of the respective population from which it was drawn.

Each teacher completed three research instruments and a personal data sheet. The instruments included the Locus of Control (LOC) (Rotter, 1966) which measured a teacher's Internal/External orientation; the Organizational Climate Index (OCI), developed by Stern and Steinhoff (1965), which measured the environmental presses; and the Teacher Opinion Questionnaire (TOQ), developed by us for the study, which measured teachers' sense of job security. The respective types of employment contract was determined by a response to questions on the personal data sheet.

Each instrument was factor analyzed, standardized weighted factor scores were calculated, and an Alpha reliability coefficient was determined utilizing the Statistical Package for the Social Sciences (SPSS). The Locus of Control yielded three (3) orthorgonal factors, not the two suggested by Muriels (1966). Fifteen (15) of the twenty-three items loaded above +/- .30. The instrument was scored by two methods: (1) the number of internal raw responses was summated to determine the overall score (0 = internal; 23 = external); and (2) according to the results of the factor analysis, the fifteen items were given standardized weighted factor scores. The instrument was then recoded to correct the directionality of the negative responses. Lastly, the reliability for the total instrument was determined to be .80 (Alpha).

The Organizational Climate Index (OCI) was subjected to factor analysis in which five (5) of the original six orthorgonal first-order factors emerged. Personal Dignity collapsed into Organizational Effectiveness and Achievement. The standardized wieghted factor scores were then determined as was the Alpha reliability coefficient, .85.

The Teacher Opinion Questionnaire (TOQ) yeilded four orthorgonal factors with twenty-three items loading above the

+/- .40 level as a result of several factor analyses. The instrument was scored using (1) the standardized weighted factor scores, and (2) the total summated security score (23 = lowest sense of job security: 115 = highest sense of job security) after recoding the negatively stated questionnaire items to correct the directionality. The Alpha reliability coefficient for the total instrument was .82.

The hypothesis was tested by a Canonical Correlational Analysis which was to have been followed by a Multiple Regression. However, no canonical variates were significant enough, even after examination of the correlation coefficients, to warrant a multiple regression. The hypothesis was not supported and we continued the investigation to determine what, if any, significance the intervening personal variables had on the major variables. The relationships were analyzed and deemed statistically significant if the = .05 was achieved.

Although both subpopulations reported similar scored on their total sense of job security, which were in fact at the mean of the instrument (M=69), it was interesting for us to note the response pattern on the individual factors (Automony, Recognition, Job Guarantee, Income Guarantee). The Vermont Teachers' responses indicated that they felt they had a more active role in determining what occurred within their classrooms, that they were more individualistic in their classrooms, and perceived that they are regarded as professionals. The New York teachers' responses, although not significantly different, did result in standardized scores below the mean, suggesting that they were less autonomous, individualistic and perhaps felt there was little allowance for deviation from school policy.

The Vermont teachers evidenced the perception that their efforts were generally unrecognized by their administrators, students and community. On the other hand, although it was statistically insignificant, the New York teachers reported a greater sense of recognition.

The New York teachers' responses indicated a higher sense of job guarantee, perhaps a result of their legislated tenure, than did the Vermont teachers. Yet, the Vermont teachers were more secure in their financial status than were their New York counterparts.

The responses on the Locus of Control instrument produced no variation worth discussing. Both populations reported a mean of 8 on a scale ranging between 0 and 23.

Three statistically significant results occurred concerning the teachers; perception of their environments. The New York teachers, perhaps because of their reported relatively satisfied job security need, manifested a higher

sense that their school climates could be described as achievement oriented where esprit was encouraged and motication was high; in contrast with the Vermont teachers (Significance = .0002' F = 14.4). Too, the New York teachers perceived their schools as stressing scholarly interests, nurturing intellectual growth and development; the Vermont teachers reported the opposite (Significance = .0018; F = 9.99). However, the Vermont teachers' responses suggested that they believed their schools were more concerned with the integrity of the individual and the effective performance of their teaching tasks than the New York teachers (Significance = .0092; F = 6.92).

In conclusion, while the nature of the teacher's employment contract does contribute to his overall sense of job security, it would appear that the other factors in the environment, notwithstanding the type of employment contract, can significantly enhance or diminish one's sense of job security.

In this period of declining enrollments and economic pressures, teachers cannot be expected to function at optimal levels, i.e., those suggestive of job security, unless their teaching enviornment compensates for their psychological losses in security. Hence, while teachers are charged with the responsibility of educating children, it would appear that it is the responsibility of school administrators to create environments which tend to eliminate insecurity thereby encouraging teachers to expend their psychological energy on teaching.

The model on the dynamics of teacher burnout was developed as a direct response to explain some of the results of this study on job security.

The Instrument Under Development

Our model's potential explanatory power has encouraged us to attempt to develop an experimental instrument which with refinement we plan to use in an effort to discriminate "reasonable" vs. "realistic" expectation teachers.

If indeed, we can hone this instrument it will allow us to better understand the dynamics of "burnout" as well as how and why certain coping mechanisms are chosen by teachers. We would, for example, like to know whether teachers-in-training are more likely to have reasonable rather than realistic expectations as compared with the general population. This might give us an indication as to whether those drawn to the profession are those who are more likely to burnout.

We would also like to be able to test whether reasonable expectations are more likely to be related to increased

incidence of burnout in the teaching profession and vice versa.

These are just two directions we see this research going. We feel that the results of such studies have great implications for teacher training and teacher selection.

Implications For Teacher Training

In an attempt to determine whether the themes of those who have theorized and researched the causes of professional burnout are reflected in those who are teaching, we have asked a sample of about 70 teachers to complete the sentence TEACHER BURNOUT IS . . . . Simple eyeballing of the results suggest very strongly that the causes that permeate the literature are those that our teachers identify and thus permeate the thinking of these in-service teachers.

Our research and experience have led us to strongly endorse the perception of 71% of Farber's (1981) teachers that our teacher education programs do not prepare teachers for coping with the stresses of teaching in "the real world" and thus set them up for burnout.

It would be our contention that teachers in training (and in-service) should be clearly taught the psychology and physiology of stress and burnout both in terms of its factual knowledge base and using experiential activities and philosophical discourse.

In line with our model of the "dynamics of professional burnout" we would argue that included in the curriculum of teacher education programs should be some consistent reference to the difference between realistic and reasonable expectations--some clear delineation between the real world of teaching and the training classrooms; some clear training as to what happens in bureaucracies, including benign neglect; and some extended true-to-life intern experience.

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EXPERIMENTAL EDITION
the EXPRT Scale

This is a questionaire to find out the way certain events in your professional and personal life actually affect you. Each item consists of a pair of alternatives lettered "a" or "b". Please select the one statement of each pair (and only one) which describes the way that you honestly feel to be your general belief most of the time. This is a measure of general personal and professional beliefs and if its results are to be of any value to you and/or the profession be sure to select the statement you actually usually believe, not the one you think you should choose.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Please respond to each item by circling the letter which corresponds to the statement you choose as more true of you.

In some instances you will discover that both statements are ones that you believe or that you believe neither one. In such cases, be sure to select the one you find yourself more generally believe as you work in your profession. Also, try to respond to each item independently when making a choice; do not be influenced by your previous choices.

1. a. If people cheat and misrepresent themselves professionally it will catch up with them.
   b. Justice is a very good ideal that rarely reveals itself in real life.

2. a. Those who are dedicated and spend much time and energy in preparation will eventually be recognized.
   b. The system rarely recognizes dedication.

3. a. No matter what you do, students may not want to learn.
   b. Students want to learn; you only have to find out how to teach them.

4. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.

5. a. My colleagues make me feel frustrated and angry at times.
   b. I get frustrated and angry because of my own beliefs.

6. a. By living a model life, I will have an affect on others.
   b. Others aren't generally interested in anything but their own needs and wants.

7. a. What we harvest in life is not necessarily related to whether we deserve it.
   b. As we sow, so shall we reap.

8. a. Others are important to my success.
   b. Success is an internal feeling, independent of others.

9. a. If we are dedicated and take time to consistently educate administration as to what and why we are doing something, we will be respected by administration.
   b. No matter what we do, some administrators are just not going to appreciate our efforts.

10. a. Juvenile delinquents are just misunderstood kids trying to get attention.
    b. Even the best of children sometimes become vandals.

11. a. Heredity plays the major role in determining one's personality.
    b. It is one's experiences in life which determine what they're like.

12. a. Treat others right and they will treat you right.
    b. You can't predict how others will behave.

13. a. Success is quite often an accident.
    b. With dedication and concern professional success is almost assured.

14. a. Work hard and save and you will have a good life.
    b. Working hard might very well lead to physical exhaustion.

15. a. Even the "greatest" teachers get excessed.
    b. The best teachers are not likely to be excessed.

16. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

17. a. Smile and people will wonder what you're up to.
    b. Smile and the world smiles with you.

18. a. If all the cards are stacked against you, life will be miserable.
    b. Even in the worst circumstances, you can make your life fairly satisfying.

19. a. No one can make me feel terrible, only myself.
    b. Others can make me feel terrible.

20. a. Some kids just can't like anybody.
    b. Pupils will work with you if you show them you're interested.

21. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

22. a. The professional with the most experience and skill is the one most likely to be respected by colleagues and the community.
    b. The longer one is employed the more likely they are to be taken for granted.

23. a. No matter how well I understand a student, I can not change his behavior.
    b. If I can figure out what causes a student to misbehave, I can affect the problem behavior.

24. a. Recognition comes when we do an outstanding job.
    b. Virtue is its own reward.

25. a. There are certain people who are just no good.
    b. There is some good in everybody.

26. a. The world is often very cruel.
    b. The world is a just place.

27. a. If we care enough about a child, attempt to motivate him and understand him, he will learn.
    b. Too many things not under the teacher's control affect learning to predict whether a child will learn.

28. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

29. a. Regardless as to how the material is presented, students will only learn what they want to.
    b. Students want to know everything, we only need to know how to teach them.

30. a. If you acheive success in your profession other things will fall into place.
    b. Put yourself first and other things in your life will fall into place.

LOC (I-E)

This is a study of what the general public thinks about a number of important personal and social questions. The best answer to each item is your own personal feeling. Please circle the letter (a or b) of each item which best reflects your point of view. There are no right or wrong answers. Please answer all items. You must make a selection for all items.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities

7. a. No mater how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what one is like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well as making a decision to take a definite course.

10. a. In the case of the well-prepared students there is rarely if ever such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power and there is not much the little guy can do about it.

13 a. When I make plans, I am almost certain that I can make them work.
   b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends on how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX F

TEACHER OPINION QUESTIONNAIRE

There are 41 items in this questionnaire. They are statements which describe the way teachers feel about their current positions. The statements may or may not be characteristic of your teaching situation because schools differ from one another in many ways. Do not evaluate the items in terms of "good" or "bad". Please read each item carefully and respond in terms of how well this statement describes your current teaching situation.

INSTRUCTIONS: The following are statements about your current employment situation in education. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

SA -- Strongly Agree
A -- Agree
U -- Undecided
D -- Disagree
SD -- Strongly Disagree

		Strongly Agree				Strongly Disagree
1.	My principal knows that I am my own person as a teacher.	SA	A	U	D	SD
2.	As a professional I am not comfortable when being evaluated by my principal.	SA	A	U	D	SD
3.	I know how far I can push my principal when I want something.	SA	A	U	D	SD
4.	Regardless of how much I do in my classroom, it's never enough.	SA	A	U	D	SD
5.	One of the greatest advantages of the teaching profession is that one always has a check coming in.	SA	A	U	D	SD
6.	If my teaching position is threatened, I have due process to rely on.	SA	A	U	D	SD

7.	I would never live in the same town where I teach because of the politics.	SA	A	U	D	SD
8.	At faculty meetings I express my ideas without worrying about repercussions.	SA	A	U	D	SD
9.	Because of my achievements in the school, I will always have a teaching job.	SA	A	U	D	SD
10.	I feel that I am uninformed regarding new directives from administration in my school	SA	A	U	D	SD
11.	My fellow teachers often compliment me on my work.	SA	A	U	D	SD
12.	Due to my present income I could not get a home mortgage if I wanted to.	SA	A	U	D	SD
13.	In a RIF sitution even though a teacher may be rated as a good teacher, he still may lose his job. (RIF=reduction in forces)	SA	A	U	D	SD
14.	I would never have gotten this teachers position if it weren't for a friend's recommendation.	SA	A	U	D	SD
15.	As a teacher, I manage my classroom as my professional judgment dictates.	SA	A	U	D	SD
16.	As a teacher I don't feel good about the job I am doing.	SA	A	U	D	SD
17.	I follow the rules very carefully because there is little allowance for deviation from official policy.	SA	A	U	D	SD
18.	My superiors are not pleased with my efforts in my classroom.	SA	A	U	D	SD
19.	Regardless of my teaching performance I'll still have a job.	SA	A	U	D	SD
20.	Declining enrollments will not affect my job in this district.	SA	A	U	D	SD

21.	I will never be excessed because my family is too popular in this town.	SA	A	U	D	SD
22.	I have little opportunity to define my own areas of responsibility in my classroom.	SA	A	U	D	SD
23.	As a teacher I am able to maintain a high level of performance without further in service training.	SA	A	U	D	SD
24.	If I break a rule in my school I know what the administration will do.	SA	A	U	D	SD
25.	The community appreciates the work I do as a teacher.	SA	A	U	D	SD
26.	My teaching income is not sufficient to live comfortably.	SA	A	U	D	SD
27.	I don't know if my teaching career is assured.	SA	A	U	D	SD
28.	I would not have been offered this teaching job if I had not gone to the 'right' college.	SA	A	U	D	SD
29.	As a teacher I am not allowed to try new ideas in my classroom without administrative permission.	SA	A	U	D	SD
30.	My superiors do not think of me as a professional teacher.	SA	A	U	D	SD
31.	I know where I fit into this school system.	SA	A	U	D	SD
32.	My principal acknowledges the individual effort I make on behalf of the school.	SA	A	U	D	SD
33.	Based on my present salary, if I wanted to buy a new car I could take a loan for it.	SA	A	U	D	SD
34.	My principal has assured me that I will remain at my present job for as long as I like.	SA	A	U	D	SD
35.	The developments in the economy threaten my position.	SA	A	U	D	SD

36.	As a teacher I cannot be as individualistic in my classroom as I would like to be.	SA	A	U	D	SD
37.	My skills are such that I could apply them to several teaching areas in my school.	SA	A	U	D	SD
38.	As a teacher I do not know exactly what my superiors require of me.	SA	A	U	D	SD
39.	My principal knows how hard my students work for me.	SA	A	U	D	SD
40.	The salary schedule of this district does not provide adequate incremental raises.	SA	A	U	D	SD
41.	As a teacher in this school district I feel that I will soon be excessed.	SA	A	U	D	SD

ORGANIZATIONAL CLIMATE INDEX

SHORT FORM
OCI - 375 SF

George G. Stern, Carl R. Steinhoff, and Joel Richman

There are 80 statements in this booklet. They are statements which describe the environment in which people work. The statements refer to daily activities, to rules and regulations and policies, to typical interests and projects, to features of the physical environment, etc. The statements may or may not be characteristic of your situation because organizations differ from one another in many ways. You are to decide which statements are characteristic of your institution and which are not. Your answers should tell us what you believe the institution is like rather than what you might personally prefer. You won't *know* the answer to many of these statements, because there may not be any really definite information on which to base your answer. *Your responses will simply mean that in your opinion the statement is probably true or probably false about your organization.*

Do not omit any item.

DIRECTIONS

On the special answer sheet print your name, and the other information requested. Then, as you read each statement in the booklet, *blacken* space

T – when you think the statement is generally TRUE or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F – when you think the statement is generally FALSE or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

Be sure to fill in the whole answer space with a heavy black mark, using any No. 2 or softer pencil. Do not use ball point or ink.

YOU MUST ANSWER EVERY ITEM.

Work rapidly, going through the entire list of statements as quickly as you can. Occasionally compare item numbers from the booklet with the answer sheet space to see that they correspond. Please do not make any stray marks on the answer sheet or in this booklet Erase all errors and stray marks completely.

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Legend: T — True. Generally true or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

1. Work programs are well organized and progress systematically from week to week.
2. People here express their feelings openly and enthusiastically.
3. Everyone here has a strong sense of being a member of the team.
4. There is a lot of group spirit.
5. Administrative policy, goals, and objectives are carefully explained to everyone.
6. When people here disagree with an administrative decision, they work to get it changed.
7. People here put a great deal of energy into everything they do.
8. Improving one's knowledge of important works of art, music, and drama is encouraged here.
9. One of the values most stressed here is open-mindedness.
10. Social events get a lot of enthusiasm and support.
11. People who have friends of the opposite sex show their affections openly.
12. People find others eager to help them get started.
13. People here spend a great deal of time thinking about and discussing complex problems.
14. The ability to plan ahead is highly valued here.
15. Many social activities are unplanned and spontaneous.
16. People are expected to have a great deal of social grace and polish.
17. Untidy reports or ones that depart from a specified style are almost certain to be returned unaccepted.
18. Most people here go to lots of parties and other social activities.
19. There are many facilities and opportunities for individual creative activity.
20. Most people here love to dance.
21. Personality and pull are more important than competence in getting ahead around here.
22. The administrative staff are often joked about or criticized.
23. Most activities here are planned carefully.
24. People here speak up openly and freely.
25. People here are not only expected to have ideas but to do something about them.
26. Good manners and making a good impression are important here.
27. The activities of charities and social agencies are strongly supported.
28. Criticism is taken as a personal affront in this organization.
29. Neatness in this place is the rule rather than the exception.
30. Male-female relationships sometimes become quite serious.
31. Many people here enjoy talking about poetry, philosophy or religion.
32. Everyone is helped to get acquainted.
33. All work assignments are laid out well in advance, so that people can plan their own schedules accordingly.
34. People here thrive on difficulty – the tougher things get, the harder everyone works.
35. Individuals who are not properly groomed are likely to have this called to their attention.
36. Service to the community is regarded as a major responsiblity of the institution.
37. People here are not really concerned with deep philosophical or ethical matters.
38. Good work is really recognized around here.
39. Work is checked to see if it is done properly and on time.
40. Administrators are practical and efficient in the way they dispatch their business.

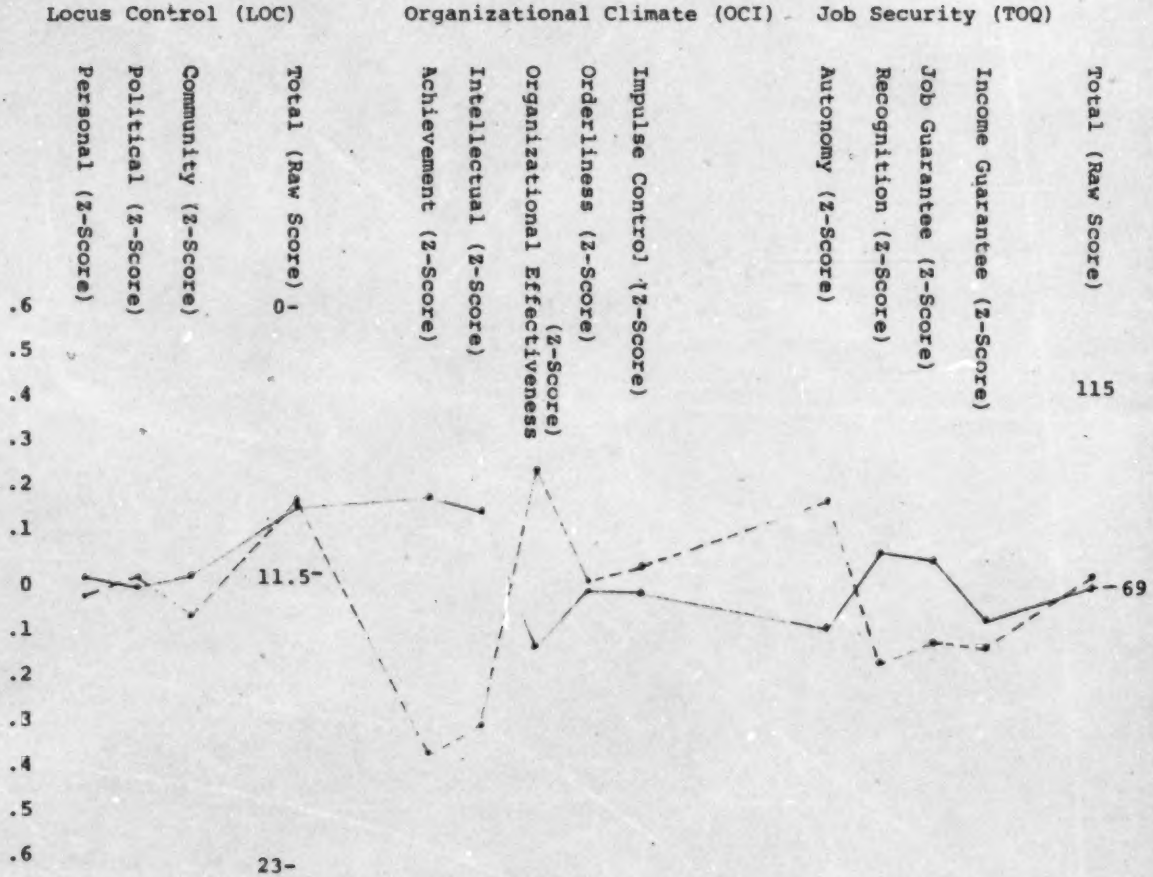
Legend: T — True. Generally true or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

41. There are no favorites in this place; everyone gets treated alike.
42. People here can get so absorbed in their work they often lose all sense of time or personal comfort.
43. People frequently do things on the spur of the moment.
44. Proper social forms and manners are not particularly important here.
45. Few people here are challenged by deep thinking.
46. People set high standards of achievement for themselves here.
47. New ideas are always being tried out here.
48. People here tend to take the easy way out when things get tough.
49. Administrators put a lot of energy and enthusiasm into directing this program.
50. People here talk about their future imaginatively and with enthusiasm.
51. There is a general idea of appropriate dress which everyone follows.
52. There always seem to be a lot of little quarrels going on here.
53. It's easy to get a group together for games, cokes, movies, etc.
54. The work atmosphere emphasizes efficiency and usefulness.
55. People spend a great deal of time together socially.
56. There is not wasted time here; everything has been planned right to the minute.
57. Discussions about improving society are common here.
58. Unusual or exciting plans are encouraged here.
59. People here feel free to express themselves impulsively.
60. People here expect to help out with fund drives, CARE, Red Cross, etc.
61. There is a specific place for everything and everyone here.
62. People here often get involved in long, serious intellectual discussions.
63. The administrative staff will go out of its way to help you with your work.
64. Many people here read magazines and books involving history, economics or political science.
65. Looking and acting "right" is expected.
66. The people here are easily moved by the misfortunes or distress of others.
67. Everyone has the same opportunity to make good.
68. Communications within the organization is always carried on through formal channels.
69. Most activities here present a real personal challenge.
70. People ask permission before deviating from common policies or practices.
71. There is a recognized group of leaders who receive special privileges.
72. People here feel they must really work hard because of the important nature of their work.
73. Parties are colorful and lively here.
74. Programs here are quickly changed to meet new conditions.
75. People are always carefully dressed and neatly groomed.
76. "Lend a helping hand" could very well be the motto of this place.
77. There is considerable interest in the analysis of value systems and the relativity of societies and ethics.
78. There is a lot of interest in the philosophy and goals of science here.
79. Frank discussions about sex are not uncommon among people here.
80. People here are usually quick to help each other out.

Chart 1

Responses by State



F ratio 14.9 9.9 6.9
*** *** ***

Sig. at .001 = ***

Key:
New York = ———
Vermone = - - -

Chart 2

Responses by Employment Contract Status

F ratio Sig. at .01 = **; Sig. at .001 = ***

A TENTATIVE AND SPECULATIVE MODEL: DYNAMICS OF BURNOUT